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times grown bitter. Various schemes have been proposed, some framed with jealous regard for the justification of certain preconceived notions of their advocates, some in the spirit of compromise or adjustment, all supported by plausible theory and citations of more or less successful experiment. A recent volume¹ considers the various problems involved in the administration of vocational training for a democratic citizenry from the point of view that vocational and cultural education are two aspects of a necessary general training, each a requisite part thereof and contributing uniquely toward the final aim. In the evolution of an adequately balanced system of training, adjustments between tradition and new conceptions must be provided for; but the essential principles of solution of these problems are of necessity obscured by undue emphasis upon either aspect of the general training required.

This discussion touches almost every phase of vocational education as it is now conceived. Assuming that the reader "will be interested in a bird's-eye view of the relation of public education to democracy, of the auspices of vocational education in its historical development, of recent federal legislation, of those aspects of education called agricultural, industrial and trade, commercial, and of the vocational education pertaining to girls and women," and in the "significant facts and principles which are exhibited in the contemporary movements for the application of the research method in behalf of both our schools and industry," the author both draws upon the best of an abundant literature and illustrates with a wide variety of concrete material, all carefully organized and interpreted.

Following an explicit statement of the aim and function of a democratic system of education, the writer defines vocational training as "a phase of education wherein emphasis is laid upon preparation for and participation in occupations of social value," and takes the position that "merely to add vocational courses to the existing school as though they were something different from the educational process and intended only for a distinct group of pupils is a wrong conception of public education. The whole fabric of education—elementary, secondary and higher—needs renovation in accord with a vocational end compatible with democracy and universal education. This renovation should be accomplished in a constructive spirit, taking care to conserve, not to destroy, the best in existing schools" (p. 27).

Training teachers for part-time education.—The rapid extension of part-time education is creating a marked demand for teachers in this field. The requirements set up through state and federal legislation necessitate the administration of special training courses for prospective teachers or for teachers in service or both. A recent bulletin² and a companion volume of *Lesson Plans and*

¹ DAVID SPENCE HILL, *Introduction to Vocational Education*. New York: Macmillan Co., 1920. Pp. xvii+483.

² *Syllabus of an Introductory Course on Part-Time Education*. Berkeley: University of California, 1920. Pp. 190.

*Reports*¹ call attention to an effective method of teacher training for this line of work.

The bulletin brings together in usable form some of the most significant readings having to do with such items as plans and purposes, legislation, suggested outlines of courses of study, methods of organization in well-established centers, points of view, and inspirational material. The articles which go to make up this bulletin have been prepared by state and federal representatives who are specialists in the fields represented.

The *Lesson Plans and Reports*, thirteen in number, cover such items as "The Educational Problem of Employed Youths," "Legislation for Part-Time Education in California," "The Origin and Development of Part-Time Education," "Determining the Needs of Youth in Part-Time Schools," "Organization of Classes and Problems of Instruction," "Instruction in Citizenship and Health," and "Instruction for Youths in Skilled Occupations in Industry." These sheets call attention to specific reference readings, most of which are to be found in the *Syllabus*, provide space for comments and for the listing of units of problematic work, and control in general the thinking of the individual in connection with a given unit of training. The problematic work is so set that the student must draw upon his own experience for a large part of the required response.

The development of this material, bulletin and lesson plans, calls attention to a progressive tendency in teacher training in industrial education, namely, the utilization of student experiences in the organization of thinking about teaching problems. It indicates a tendency to get away from the formal academic discussion of teaching problems and interest in the reduction of such discussion to the level of classroom experience. The author's organization of his teacher-training material on a problematic basis which utilizes the first-hand experiences of students in training will prove helpful to all those engaged in teacher training in any form. The material will be of special value to those having to do with the immediate problem of part-time teacher training.

Continuation education.—A recent publication² which will be of interest to school officers and others concerned with the problems of part-time training for youth engaged in industry gives an account of how some of the difficulties have been solved for an industrial community of England by the co-operation of school and factory. The editors have brought together the discussions of twelve individual contributors, each paper constituting a chapter of the book and dealing with some more or less specific phase of the writer's experience in organizing and conducting the scheme of training described. The introductory chapter, written by one of the editors, is a general discussion of the

¹ *Lesson Plans and Reports*. Berkeley: University of California. A series of loose-leaf lesson sheets. Pp. 56.

² W. J. WRAY and R. W. FERGUSON, *A Day Continuation School at Work*. London: Longmans, Green & Co., 1920. Pp. xii+199. \$3.00.